Memorandum

Submitted to the Trustees of Queen's University

on the

Professional Training of Teachers.

Dr. Pyne, the Minister of Education, in the concluding section of his report for 1904, writes (p. xiv): "Perhaps it will be as well for me to mention at present only one question, the importance of which has been clearly brought before me. This question—a far reaching one—is that of elevating the status of the teacher and thus making educational effort more effective in every school, college and university in the land."

Since that report was written the following resolution was unanimously passed at a union meeting of over 300 teachers, from six counties, in Ottawa last May:

"The present system of training the teachers of Ontario in three distinct and unrelated institutions—Model schools, Normal schools and Normal college—is too ineffective, without parallel in the case of other professions, and in good part accountable for low salaries and arrested development in the ranks of our teachers. The interests of our schools require a Teachers' college in Eastern Ontario, in university affiliation, where all grades of teachers may receive their professional training in association with academic preparation for the B.A. degree."

Toronto University, sympathizing in some measure with the views which were afterwards expressed in this resolution, has asked the Ontario Government to establish a chair of pedagogy in the University. The question of re-organizing the professional training of teachers is thus a live one, and also is of direct concern to the Trustees of Queen's. Let us seek to prove these two points.

1905

A. The General Question.

1. The schools of the Province are divided into professional and non-professional. The Public School, High School and University are non-professional. Schools of theology and medicine are professional. The professional schools for the teacher are the County Model School, the Normal School, and the Ontario Normal College. Teachers in rural schools receive their professional training largely in the Model School. Teachers in city public schools have had a course in the Normal School. Graduates of colleges and holders of senior leaving certificates go to the Ontario Normal College. These three grades of school are quite different from the three grades of the non-professional school. In the case of the non-professional schools there is a ladder of learning, the boy or girl passing from the Public School to the High School, and then to the University. In the professional schools there is no such chain of connection; each grade being in fact a terminus for a certain class of teachers. Hence the three classes of teachers are separated for life, coming into contact only through their annual institutes (meetings), or more imperfectly through the O.E.A. (Ontario Educational Association), meeting annually in Toronto. Thousands of Public School teachers never attend this annual gathering.

2. This is not the worst feature of the case. Model School pupils are themselves divided into unconnected sections. They are taught in 55 Model Schools, most of them manned by only one teacher with probably a first-class certificate qualification. He is usually Principal of a town or city Public School, work enough for his whole time and energy. But in addition to that he must teach not only school management, school-law and psychology, but also the proper methods of teaching all the branches taught in a Public School, including reading, arithmetic, grammar, geography, nature study, etc. All this must be accomplished in the short space of fourteen weeks (September to Christmas). Is it any wonder that the professional training of the rural school teacher is imperfect?

3. There is even a worse point—namely, the entire severance of the professional school from the non-professional. Teaching is the only profession in which this break occurs. In theology and medicine the professional school is affiliated with the University, and the candidate entering this school retains the rank of a University student. In the case of the teacher he is shunted off into an entirely separate place, as though his training were a mere afterthought. The University students who must pass through this course regard it as a strain on their life-plans and feel like changing their vocation. Professor Reichel, of the Mosely Commission, considers that this utter lack of connection between training school and University is the weak spot in our Ontario educational system. Is it too much to

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say that it is not entitled to be called a system, but is a thing of shreds and patches?

4. This lack of union amongst our different schools accounts for the absence of professional feeling and spirit in the teacher—and the antagonism which not only springs up but is felt continually amongst teachers of different grades. Recently, when the question of Latin was before the teacher, the Normal School teachers were arrayed solidly against the teachers of High Schools and Colleges. And the unfortunate idea prevails that colleges have ceased to be of use to the country at large and are useful only for those who intend to follow the learned professions.

5. There are other reasons for the absence of *esprit de corps* amongst teachers, to which I may briefly allude: (*a*) Three-fourths of the teachers are girls, who are looking forward to marriage and are merely occupying their posts temporarily. Hence the average professional life of a Public School teacher is very short, three years only. Although the average amongst male teachers is higher, it is far from satisfactory. (*b*) Even the non-professional standard for teachers is still low. If we divide the High School into three grades, Upper School, Middle School or Lower School, and consider that the Middle School is equal to Junior matriculation into the University, then nearly all the county teachers have an education represented at the best by the Middle School. (*c*) As a consequence salaries of teachers are low, and there is small inducement for any ambitious young man to be a teacher.

B. The Question as it Affects Queen's.

To obviate these defects, to meet the views of the teachers, already expressed in the Ottawa resolution, and in order to take action at the same time with Toronto University, it is suggested that there should be established in Kingston one single training school, under one roof and one management, comprising the three grades hitherto separated in different localities, affiliated with the University and officered by men representing the three grades of school. The staff would thus be composed of some professors of the University, some of the Collegiate teachers, and also the Model School principal. Fully to equip this school would cost in salaries perhaps $8,000 or $10,000. A much smaller sum, however, would suffice to put the school in operation.

Perhaps your attention has already been directed to the movement to re-organize the Model Schools of the Province, a movement now well under way. Last winter Kingston had such a reorganized school. Professors Knight and J. Marshall, of the University, and

Mr. Gibson, under the supervision of Professor James W. Robertson, of Ottawa, gave practical courses of instruction and model lessons (lessons to children in the presence of the candidates) in Physiology and Hygiene, Elementary Literature and Nature Study and School Gardening. Arrangements are being made to continue these or similar classes next winter. But these services have been given wholly gratuitously with a view of proving the need of some permanent reconstruction of the Model School here. That work should be done hereafter in the teachers' school affiliated with the University, and could be carried on, I venture to think, for an annual outlay of $2,000, the smallness of the sum being due to the fact that the services of professors could be secured.

In addition to these classes the School should contain at the outset a class for candidates for specialist certificate (*i.e.*, a class of University students looking forward to teaching in High Schools). This class corresponds to the class which would be taught in Toronto University by a professor of pedagogy, and requires a qualified teacher of professional rank at a salary of $2,000. If he were to be appointed principal of the School the salary would require to be $2,500. Part of his time could be given likewise to the Model School candidates, and thus the future teacher in the rural schools would be brought into touch with the University.

Arrangements could be entered into with the department so that the Kingston Collegiate Institute could be utilized as a practice school. The Collegiate Institute, and also a large public school (Victoria School), are less than five minutes distance from the University.

Some move is necessary on the part of the authorities of Queen's. If a chair is established in Toronto, her students can then secure in their own college the training for which they now must go to Hamilton; it will be simply one undergraduate class. But our students will be compelled to go to Hamilton after their degree is secured, and thus be subject to loss of time and money. Consequently we run the risk of losing entirely that very desirable class of students, graduates who, filling as they do the position of teacher in the High School and Collegiate Institute, have much to do with their pupils' choice of University.

At present our position with regard to the professional training of our graduates is the same as Toronto's. Our courses are recognized by the Education Department just as are Toronto's, and our graduates are on the same footing as Toronto's in the O. N. C. at Hamilton. If Toronto University secures a chair in pedagogy we are thereby not merely placed at a disadvantage, but deprived of rights.

No. of Teachers in Eastern Ontario in County Schools.

	P. S.	R. C. Sep. S.	Prot. Sep. S.
Carleton	141	28	Only 5 schools in the whole province, say 5 teachers in the East.
Dundas	110	14	
Frontenac	154	12	
Glengarry	83		
Leeds and Grenville	262	8	
Hastings	200	7	
Lanark	132	3	
Lennox and Addington	126	2	
Prescott and Russell	111	93	
Prince Edward	82		
Renfrew	157	15	
Stormont	89		
	1,547	182	5

No. of Public School Teachers in Cities in Eastern Ontario.

	Prot.	R. C. Sep.
*Belleville		6
Kingston		13
Ottawa		104
	†290	*123
Total		413
Grand total		2,147

†Calculated on the basis of school population.

Numbers in Model and Normal Schools and O.N.C., 1903.

Athens	26	Normal, Ottawa, Eastern Ontario, 161	Ontario Normal College, Eastern Ontario, 25 or 30.	In Normal Schools, Provincial	Ottawa	161
Caledonia	18				Toronto	236
Cornwall	28				London	189
Gananoque	7					
Kingston	9					
Madoc	26					
Morrisburg	35					
Napanee	26					
Perth	22			O. N. C		127
Picton	17					
Prescott	24					
Renfrew	37					
Vankleek Hill	17					
Total 13	292	161	30	Grand Total		483
Total in Province 55	1148					

The Government gives a grant of usually $150.00 to each Model School, the Municipal Council $150.00, and there are fees to a like amount. Rep. Vol. II, p. 164.

II, pp. 169-170.

STAFF IN

Model Schools	Normal School, Ottawa.	Normal College
Usually 1 with the Public School teachers as assistants. (Same in Ottawa, see Reports II, 169.)	1 Principal	1 Principal. Education
	2 Vice Principal	2 Vice Principal. School Management.
	Drawing and Writing Master	11 8 Lecturers on Methods
	Music Master	12 Reading and Elocution
	Instructor in Elocution and Physical Culture	13 Hygiene
	Lecturer in Kindergarten Principles	14 Writing and Drawing
	Lecturer on Domestic Science	15 Domestic Science
	Instructor in Manual Training	16 Manual Training
	—	17 Music
		18 Drill
	All except 1 and 2 are found in Model School, Ottawa, also.	All except 1 supplied by the Hamilton Collegiate Institute.

To establish a Teachers' College here we have already a Director of Kindergarten, the Principal of the Model School, the Principal and six assistants of the Kingston Collegiate Institute, and eight or ten Professors of Queen's, and would require four teachers, one in Domestic Science, one in Drill and Physical Culture, one in Music, and one also, a Dean of the Faculty, who would lecture on Education—23 or 24 in all.

Public Accounts, 1903, pp. 42-48.

FINANCES.

Cost of Provincial Model and Normal Schools and O.N.C. 1893.

	Salaries.	Expenses.	Repairs and Maintenance.
Toronto Normal and Model Schools.	23,181 68	*3,230 30	9,387 26
Ottawa " " " " .	2",583 16	*2,441 47	9,853 04
London " " " " .	6,970 00	*5,271 47	5,497 38
Hamilton Ontario Normal College..	3,728 50	*7,221 74	854 25

*Under "Expenses" are found items such as Lectures to Students, Teaching in Manual Training and Domestic Science. The reason for large expense account for London and Hamilton is that in London a grant of $1,500 is given to Board of Education for providing Public Schools for the Normal School teachers, and in Hamilton $4,500 to the Board of Education, and $1,200 for Special Lectures.